

Connecting the Dots

The connections between Novice Reduction, the Ky FfT, and CHETL are important to note; novice reduction work is not additional work, but a seamless part of highly effective teaching and learning. Best practices have a direct impact on reducing novice while the resulting delivery of instruction may provide quality evidences. Hence, the Professional Growth and Effectiveness System (PGES) fosters the refinement of teacher practices that positively impact Novice Reduction.

The table below illustrates some of the connections between KyFfT, CHETL (Section II) and reducing Novice. Please note that these are only a sample of the many practices that connect through daily work.

	Strategies for reducing novice students in the classroom	Connections to KY FfT	Connections to CHETL: Section II	
Reflection	Teacher reflects on current practices and student data to determine areas for growth (i.e., pedagogy, growth mindset, assessment practices).	<b>Domain 1:</b> <b>B.</b> Demonstrating Knowledge of Students	<b>Section II:</b> Classroom Assessment and Reflection Teacher Characteristics: <b>A.</b> Teacher uses multiple methods to systematically gather data about student understanding and ability. <b>B.</b> Teacher uses student work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practice. <b>C.</b> Teacher revises instructional strategies based upon student achievement data.	NOVICE REDUCTION
Professional Learning	Teacher engages in high quality professional learning on reducing novice in the classroom using assessment literacy practices and instructional strategies.	<b>Domain 4:</b> <b>A.</b> Reflecting on Teaching <b>E.</b> Growing and Developing Professionally <b>F.</b> Demonstrating Professionalism		
Implementation	Teacher discusses highly effective strategies and assessment literacy practices in PLC.	<b>Domain 1:</b> <b>C.</b> Selecting Instructional Outcomes <b>E.</b> Designing Coherent Instruction <b>F.</b> Designing Student Assessment  <b>Domain 4:</b> <b>D.</b> Participating in a Professional Community <b>E.</b> Growing and Developing Professionally	<b>Section II:</b> <b>E.</b> Teacher co-develops scoring guides/rubrics with students and provides adequate modeling to make clear the expectations for quality performance.	
	Teacher implements learned highly effective instructional strategies and assessment literacy practices in the classroom.	<b>Domain 2:</b> <b>A.</b> Creating an Environment of Respect and Rapport <b>B.</b> Establishing a Culture for Learning <b>C.</b> Managing Classroom Procedures  <b>Domain 3:</b> <b>A.</b> Communicating with Students <b>C.</b> Engaging Students in Learning <b>D.</b> Using Assessment in Instruction <b>E.</b> Demonstrating Flexibility and Responsiveness	<b>Section II:</b> Classroom Assessment and Reflection Teacher Characteristics: <b>E.</b> Teacher co-develops scoring guides/rubrics with students and provides adequate modeling to make clear the expectations for quality performance. <b>J.</b> Teacher reflects on instruction and makes adjustments as student learning occurs.	

NGP Hot Topic

Resources to aid Peer Observation  
Peer Observations are underway. Here are two timely resources to help educators learn more about this collaborative process and to keep feedback educator-focused.

What Good Coaches Do: The way individuals interact with each other makes or breaks most coaching relationships. Even if educators and coaches know a lot about content and pedagogy and have impressive qualifications, experience or post-graduate degrees, people will not embrace learning unless they're comfortable working with that person. This article contains seven partnership principles that help peers and coaches work together.

Reflective Prompts: Using criteria that makes for effective, focused, feedback, this succinct resource is intended for use by principals but lists questions that are appropriate to ask between a peer and a teacher during a post conference.

Teacher’s Corner

Making the Most of the Student Voice Survey  
by Joseph Harris and Carly Baldwin

For many teachers, the official Student Voice (SV) Survey can prompt anxiety. Here are a few facts about the Professional Growth and Effectiveness System (PGES) SV Survey teachers should keep in mind:

- Your “score” on the Student Voice Survey is not weighted in your evaluation. It is one of many formative sources of evidence a teacher and principal use to reflect on Domain 2: Classroom Environment and Domain 3: Instruction.
- Only a teacher and evaluator view results in EDS.
- There are ways to integrate student voice into the classroom throughout the year that will better prepare students for the official survey and will help teachers create a stronger and more inviting classroom environment. This will make the official survey less threatening and should encourage stronger results from students.



- KDE Quick Links:
- [Equity webpage](#)
  - [Title II webpage](#)
  - [Professional Learning webpage](#)
  - [Teacher Leadership webpage](#)
  - [PGES webpages](#)
  - [EDS webpage](#)
  - [@KyPGES](#)
  - [@KyTeacherLeader](#)
  - [@KyDeptofEd](#)
  - [KDE Facebook page](#)

Consider administering the PGES Student Voice Survey several times per year to help you and your students think more purposefully about improving classroom climate and making the format more familiar and less confusing. Here are some ideas.

- Once per grading term, administer the survey on paper or through an online form.
- Bring the results back to the students and ask for honest feedback on how to improve the learning environment.
- Generate norms or an action plan based on the student feedback and implement the plan.



A working conversation about student voice with Joseph Harris and Carly Baldwin:

This year, I am collaborating with Carly Baldwin, a teacher at Boyd County High School, on projects that integrate student voice into the classroom. Using student voice tools means we no longer guess or wonder what our students think of a lesson, unit or our classroom climate. Instead, we use data from the paper/pencil versions of the Professional Growth and Effectiveness System (PGES) Student Voice Survey and other tools such as a [post assessment survey](#) to enter into complex conversations with students about how we can work together to create a better learning experience for all who walk through our doors.

In a recent working conversation, I asked Carly a few questions about student voice:

**Q:** How might teachers use the data from the PGES Student Voice Survey to improve classroom climate?

**A:** I want to know if students feel safe in my classroom, if they are supported and if they feel like they can trust me. I don’t have to wait for the official KDE Student Voice Survey window to open to find out the answers to those questions. I can use the official questions and do a student voice survey at any time! Then, I can reflect and modify our classroom climate based on their results.

Follow this [link](#) to view the extended article.

Student Voice Update

Student Voice Survey implementation within Infinite Campus (IC) continues through March 4. Districts using paper/pencil or other modes are to follow the Certified Evaluation Plan’s (CEP’s) timeline for scheduling guidelines.

New! Student Voice (SV) Question-Level Report now available

For the first time, SV results have been tabulated by question for each participating teacher and can be viewed in the Infinite Campus (IC) Student Voice Survey (SVS) –Teacher Results report.

The Student Voice Survey –Teacher Results report is only accessible within IC and is not available in the Educator Development Suite (EDS). In the IC report, the percentage of all student responses is shown for each answer of each question, whereas EDS reports the percentage of positive answers per construct.

The report can be generated for any teacher survey completed from January 4 – March 4. Teachers surveyed during multiple windows may receive the Student Voice-Teacher Results report for each window they have participated in per their school assignment. Student Voice Survey results are available in IC for one entire academic year and are accessible through the report at any time.